
SUBSTITUTE HOUSE BILL 2586

State of Washington

62nd Legislature

2012 Regular Session

By House Ways & Means (originally sponsored by Representatives Kagi, Maxwell, Ladenburg, Dammeier, Kenney, and Tharinger; by request of Department of Early Learning and Superintendent of Public Instruction)

READ FIRST TIME 02/07/12.

1 AN ACT Relating to phasing-in statewide implementation of the
2 Washington kindergarten inventory of developing skills; amending RCW
3 28A.150.315; adding a new section to chapter 28A.655 RCW; and creating
4 a new section.

5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

6 **Sec. 1.** RCW 28A.150.315 and 2011 c 340 s 1 are each amended to
7 read as follows:

8 (1) Beginning with the 2007-08 school year, funding for voluntary
9 all-day kindergarten programs shall be phased-in beginning with schools
10 with the highest poverty levels, defined as those schools with the
11 highest percentages of students qualifying for free and reduced-price
12 lunch support in the prior school year. During the 2011-2013 biennium,
13 funding shall continue to be phased-in each year until full statewide
14 implementation of all-day kindergarten is achieved in the 2017-18
15 school year. Once a school receives funding for the all-day
16 kindergarten program, that school shall remain eligible for funding in
17 subsequent school years regardless of changes in the school's
18 percentage of students eligible for free and reduced-price lunches as

1 long as other program requirements are fulfilled. Additionally,
2 schools receiving all-day kindergarten program support shall agree to
3 the following conditions:

4 (a) Provide at least a one thousand-hour instructional program;

5 (b) Provide a curriculum that offers a rich, varied set of
6 experiences that assist students in:

7 (i) Developing initial skills in the academic areas of reading,
8 mathematics, and writing;

9 (ii) Developing a variety of communication skills;

10 (iii) Providing experiences in science, social studies, arts,
11 health and physical education, and a world language other than English;

12 (iv) Acquiring large and small motor skills;

13 (v) Acquiring social and emotional skills including successful
14 participation in learning activities as an individual and as part of a
15 group; and

16 (vi) Learning through hands-on experiences;

17 (c) Establish learning environments that are developmentally
18 appropriate and promote creativity;

19 (d) Demonstrate strong connections and communication with early
20 learning community providers; and

21 (e) Participate in kindergarten program readiness activities with
22 early learning providers and parents.

23 (2)(a) In addition to the requirements in subsection (1) of this
24 section and to the extent funds are available, beginning with the 2011-
25 12 school year on a voluntary basis, schools must identify the skills,
26 knowledge, and characteristics of kindergarten students at the
27 beginning of the school year in order to support social-emotional,
28 physical, and cognitive growth and development of individual children;
29 support early learning provider and parent involvement; and inform
30 instruction. Kindergarten teachers shall administer the Washington
31 kindergarten inventory of developing skills, as directed by the
32 superintendent of public instruction in consultation with the
33 department of early learning, and report the results to the
34 superintendent. The superintendent shall share the results with the
35 director of the department of early learning. Beginning with the 2012-
36 13 school year and thereafter, schools shall be subject to the
37 provisions of section 2 of this act.

1 (b) School districts shall provide an opportunity for parents and
2 guardians to excuse their children from participation in the Washington
3 kindergarten inventory of developing skills.

4 ~~((c) To the extent funds are available, beginning in the 2012-13
5 school year, the Washington kindergarten inventory of developing skills
6 shall be administered at the beginning of the school year to all
7 students enrolled in state-funded full-day kindergarten programs with
8 the exception of students who have been excused from participation by
9 their parents or guardians.~~

10 ~~(d) Until full implementation of state-funded all-day kindergarten,
11 the superintendent of public instruction, in consultation with the
12 director of the department of early learning, may grant annual,
13 renewable waivers from the requirement of (c) of this subsection to
14 administer the Washington kindergarten inventory of developing skills.
15 A school district seeking a waiver for one or more of its schools must
16 submit an application to the office of the superintendent of public
17 instruction that includes:~~

18 ~~(i) A description of the kindergarten readiness assessment and
19 transition processes that it proposes to administer instead of the
20 Washington kindergarten inventory of developing skills;~~

21 ~~(ii) An explanation of why the administration of the Washington
22 kindergarten inventory of developing skills would be unduly burdensome;
23 and~~

24 ~~(iii) An explanation of how administration of the alternative
25 kindergarten readiness assessment will support social-emotional,
26 physical, and cognitive growth and development of individual children;
27 support early learning provider and parent involvement; and inform
28 instruction.)~~

29 (3) Subject to funds appropriated for this purpose, the
30 superintendent of public instruction shall designate one or more school
31 districts to serve as resources and examples of best practices in
32 designing and operating a high-quality all-day kindergarten program.
33 Designated school districts shall serve as lighthouse programs and
34 provide technical assistance to other school districts in the initial
35 stages of implementing an all-day kindergarten program. Examples of
36 topics addressed by the technical assistance include strategic
37 planning, developing the instructional program and curriculum, working

1 with early learning providers to identify students and communicate with
2 parents, and developing kindergarten program readiness activities.

3 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.655
4 RCW to read as follows:

5 (1)(a) To the extent funds are available, beginning in the 2012-13
6 school year, the Washington kindergarten inventory of developing skills
7 shall be administered at the beginning of the school year to all
8 students enrolled in state-funded full-day kindergarten programs under
9 RCW 28A.150.315 with the exception of students who have been excused
10 from participation by their parents or guardians.

11 (b) To the extent funds are available, administration of the
12 Washington kindergarten inventory of developing skills to kindergarten
13 students in addition to those under (a) of this subsection shall be
14 phased in beginning in the 2012-13 school year as directed by the
15 superintendent of public instruction in consultation with the
16 department of early learning, until the 2014-15 school year and
17 thereafter when the Washington kindergarten inventory of developing
18 skills must be administered to all students enrolled in kindergarten
19 programs in the public schools with the exception of students who have
20 been excused from participation by their parents or guardians.

21 (2) Until full statewide implementation of the Washington
22 kindergarten inventory of developing skills, the superintendent of
23 public instruction, in consultation with the director of the department
24 of early learning, may grant annual, renewable waivers from the
25 requirement of subsection (1) of this subsection to administer the
26 Washington kindergarten inventory of developing skills. A school
27 district seeking a waiver for one or more of its schools must submit an
28 application to the office of the superintendent of public instruction
29 that includes:

30 (a) A description of the kindergarten readiness assessment and
31 transition processes that it proposes to administer instead of the
32 Washington kindergarten inventory of developing skills;

33 (b) An explanation of why the administration of the Washington
34 kindergarten inventory of developing skills would be unduly burdensome;
35 and

36 (c) An explanation of how administration of the alternative
37 kindergarten readiness assessment will support social-emotional,

1 physical, and cognitive growth and development of individual children;
2 support early learning provider and parent involvement; and inform
3 instruction.

4 NEW SECTION. **Sec. 3.** If specific funding for the purposes of this
5 act, referencing this act by bill or chapter number, is not provided by
6 June 30, 2012, in the omnibus appropriations act, this act is null and
7 void.

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